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ABSTRACT

The course outline emphasizes the trade of barbering and is intended to be part of a complete course of instruction which provides both a thorough foundation in the fundamental skills and knowledge of the barber trade and the development of good work habits and attitudes, including an appreciation of the importance of safety. The student is intended to have actual barber shop experience in conjunction with this high school level course. The introduction to this guide presents information about how to set up the course, including facilities needed and New Jersey State law. Course content outlines are presented for the areas of: (1) shop safety and sanitation, (2) history of barbering, (3) practical skills, (4) tool information, and (5) personal hygiene and health habits. Related and theoretical course content is also available. Student information sheets, lesson plans, and teacher's aids complete the document. (LJ)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

BARBERING

A TEACHERS GUIDE

CE006242

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PASSAIC COUNTY VOCATIONAL TECHNICAL SCHOOL
PASSAIC, NEW JERSEY

State of New Jersey
Department of Education
Division of Vocational Education

BARBÉRING

A TEACHER'S GUIDE

(VT 102 008)

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April 1975

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RUTGERS – THE STATE UNIVERSITY

BUILDING 4103 – KILMER CAMPUS

NEW BRUNSWICK, NEW JERSEY

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PREFACE

The need for this course of study emerged when the writer was assigned to teach barbering at the Passaic County Technical and Vocational High School. At the time of this assignment, a formally organized course of study had not been developed. The material presented in this course of study was compiled, organized, and developed by the writer at the Curriculum Laboratory Workshop at Bergen County Vocational and Technical High School, Hackensack, N. J.

I would also like to express my indebtedness for the existing sources on which I have drawn:
Connecticut State Department of Education, Division of Vocational Education, Hartford; and Milady Publishing Corp. While the purpose of a course of study is primarily to *outline*, an attempt has been made to enhance the value of the document by including in the Appendix a student information section, sample lesson plans, and visual aids for the teacher.

It has been reviewed by Frank Marchese, New Jersey State Barber Examiner, and Mr. Walter Billiet of the Division of Vocational Education, New Jersey State Department of Education.

ACKNOWLEDGEMENT

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

The author is especially indebted to Mr. Walter Billiet, Director, Technical Education, Trenton, N.J. and Mr. John M. Cummings, Assistant Director, Passaic County Technical and Vocational High School, for their encouragement and fine support in providing materials for the course.

I would also like to thank Professor Benjamin Shapiro, Director of Curriculum Laboratory Workshop, and Dr. Cy Sommer, Workshop Supervisor. This outline as presented has been revised from an original outline tested in a teaching situation.

PART I – INTRODUCTION

A. Job Description
B. Course Objective
C. Course Description
D. Requirements & Facilities Needed
E. Diagram & Floor Plan
F. Picture of a Typical Shop
G. Length of Course
H. Entrance Requirements
I. Diploma
J. State Law
K. Employment Outlook

JOB DESCRIPTION

Barber (per. ser.) 330.371 haircutter: tonsorial artist. Provides patrons with barbering services: Cuts, trims, and tapers hair , using clippers, combs, and scissors. Applies lather and shaves beard or shapes hair contour (outline) on temple and neck, using razor. Performs other tonsorial services, such as applying hairdressings, or lotions, dyeing, shampooing, singeing, or styling hair, and massaging face, neck, or scalp. Records service charge on ticket. May sell hair lotions, hair tonics, and other cosmetic supplies.

REFERENCE:

Dictionary of Occupational Titles

1965

Volume I

Definitions of Titles Third Edition

COURSE OBJECTIVE

The prime objective of Vocational and Technical Curriculum in the State of New Jersey is to prepare students to enter and make progress for profitable employment on a useful and productive basis. The goal of Vocational Education is competent workers--competent economically, socially, emotionally, physically and supported by civic pride. In barbering this involves making available to the learner the required manipulative skills, technical knowledge, industrial safety, health habits, and trade judgements, and includes training in how to get along with his fellow man to insure success.

COURSE DESCRIPTION

This course provides a thorough foundation in the fundamental skills and knowledge of the barber trade and the development of good work habits and attitudes, including an appreciation of the importance of safety.

Each student will have an opportunity to use the tools and equipment of the barber trade and to learn how to perform the operations of the trade including the evaluation of his completed work.

The student will have shop experiences not only in the mastery of manipulative skills but also related information or technology. Under the direction of the shop instructor the student will learn related information in order that he may have a complete understanding of why he performs the operations of his trade in a certain way.

The course will include related subjects consisting of mathematics, science and art related to the barbering field. Emphasis will be placed on the mastery of fundamental concepts and principles as well as the ability to solve practical problems. These related subjects will help to provide the foundation which makes the shop work meaningful and functional.

Pupils are prepared to take examinations required by the State Board of Barbers examiners. The curriculum is designed to meet the requirements of these examinations, at the apprenticeship level.

In this course of study outline, only the trade itself – Barbering – is emphasized. Related subjects are described here only briefly since they would be completely outlined elsewhere in the curriculum under their respective headings.

REQUIREMENTS AND FACILITIES NEEDED

Facilities for teaching barbering should include a classroom area adequate for the number of students enrolled, as well as a shop area which should approximate a commercial barber shop.

The requirements of the Board of Barber Examiners N. J. State Department of Health are as follows:

Title 45: 4–52.

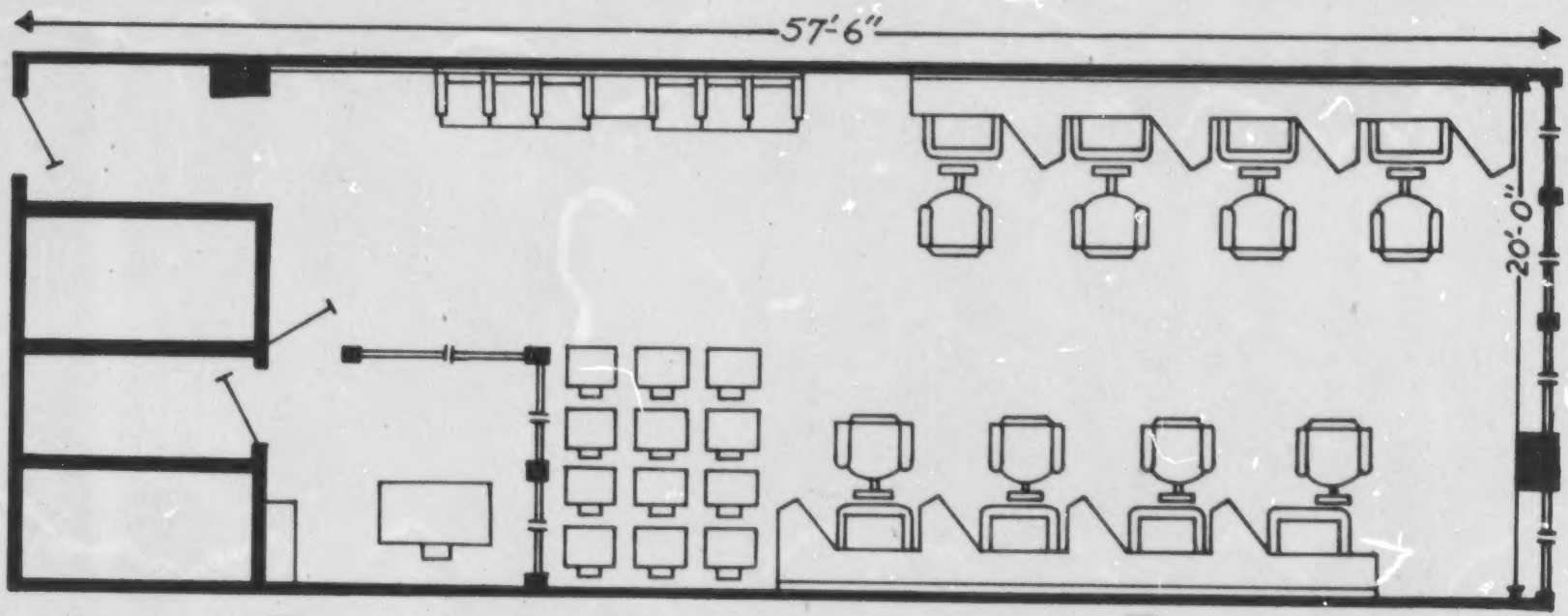
"Each new barber shop shall have a minimum length of at least 10 feet for a one chair shop, 15 feet for a 2 chair shop, and 5 feet additional length for each additional chair and a minimum width of not less than 10 feet when waiting chairs are not opposite or in line with barber chairs. A minimum width of 12 feet when waiting chairs are opposite or in line with barber chairs."

Design of the school shop should be guided by these requirements.

The school shop should be well equipped to teach all phases of the work required in the Barber trade. The following should be included:

EQUIPMENT	TOOLS	SUPPLIES & MATERIALS
1. Barber Chairs	1. Electric Clippers	1. Lotions & Creams
2. Mirrors	2. Hair Vacuums	2. Hair Cloths
3. Formica Cabinets	3. Vibrators	3. Towels
4. Sinks or Shampoo Bowls	4. Razors	4. Neck Strips
5. Latherizer Machines	5. Shears	5. Soaps
6. Antiseptic Containers	6. Hair Dryers	6. Tonics
7. Waiting Chairs	7. Strops	
8. Therapeutic Lamps	8. Hones	
9. Ultra-Violet Rays	9. Brushes	
10. Infra-Red Rays	10. Combs	
11. Waste Container	11. Hot Combs	

DIMENSIONS OF A SCHOOL BARBER SHOP



LEGEND

STUDENT DESKS

BARBER CHAIRS

WAITING CHAIRS

MAGAZINE TABLE

SHAMPOO SINKS

TEACHERS DESK

TEACHERS CABINET

SCALE $\frac{3}{16}$ = 1'-0"

PAGE 7 OF THIS DOCUMENT WAS REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE IT WOULD NOT REPRODUCE IN MICROFICHE.

LENGTH OF COURSE

The complete course provides for two years of instruction, a minimum of 180 days per school year, for a total of 1,000 hours of instruction.

ENTRANCE REQUIREMENTS

Students who enter this course must have completed at least the eighth grade, have the ability to profit from the instruction and have an interest in the barber trade in terms of ultimate vocational goal.

DIPLOMA

The student may earn a High School diploma (Vocational Course) provided he has been in the shop program for a minimum of two years and satisfactorily meets all of the other requirements for a high school diploma.

STATE LAW

New Jersey state law provides 18 months apprenticeship whether a person attends barber school or not. Before he can be eligible to take the Barber's Examination, a student apprentice must practice in a licensed barber shop for an 18 month period under the immediate supervision of a licensed barber.

N. J. Statutes 45:4–29.2 states:

A person is qualified to receive a certificate as a registered apprentice barber if:

(1) He has successfully completed 8 grades of grammar school or its equivalent:

(2) He is at least 16½ years of age:

(3) He is of good moral character and temperate habits:

(4) He has been a resident of New Jersey for at least 1 year:

(5) He has qualified under the provisions of section 3 of the act hereby supplemented: and

(6) He has paid the required fee to the State Board of Barber Examiners. As amended, P.L. 1963,c. 156, and 2. Effective July 1, 1963.

EMPLOYMENT OUTLOOK

Employment of barbers is expected to grow slowly through the 1970's. Most job openings will result from the need to replace experienced barbers who retire, die, or transfer to other fields of work. Replacement needs in this occupation are relatively high because barbers are somwhat older, on the average, than workers in other occupations.

Employment opportunities for barbers have been limited in recent years by the trend to longer hair. In the future, however, the effect of this trend is expected to be more than offset by population increases. Employment also may be stimulated by the growing popularity of hair styling for men.

The small shop with only one or two barbers will probably remain the most common type of establishment; however, the continued growth of suburban communities should result in opportunities to open large shops and expand staffs in established shops in these areas.

Occupational Outlook Handbook
1972–73 Edition
U. S. Department of Labor
Bureau of Labor Statistics
Bulletin 1700
(D.O.T. 330.371)

PART II – COURSE CONTENT

A. Shop Safety & Sanitation
B. History of Barbering
C. Practical Skills
D. Tool Information
E. Personal Hygiene & Health Habits

COURSE CONTENT

SHOP SAFETY & SANITATION

OBJECTIVES:

1. The student shall demonstrate skills in the safe and sanitary use of barber tools.

2. Utilize habits of good housekeeping, proper storage and handling of materials, and sanitation by performing these daily functions.

3. Always wear the proper clothing, for safety purposes and personal good grooming.

4. Show evidence of cooperation with others in the promotion and operation of a safety program in a school shop on a daily basis.

5. Demonstrate proper care for tools and equipment as instructed, to reduce the possibility of accidents.

ACCIDENTS AND ACCIDENT PREVENTION

A. How do accidents happen?
B. How can accidents be prevented?
C. Accident prevention and safety programs in industry.
D. Accident prevention as a responsibility of all
E. Importance of proper conduct and attitude
F. Dangers in horseplay and carelessness

MAKING THE SHOP A SAFE PLACE TO WORK

A. Shop layout
B. Painting
C. Lighting
D. Ventilation
E. Floors
F. Fire prevention and drills
G. Sanitation and personal hygiene

MAINTAINING A SAFE PLACE TO WORK

A. Housekeeping
   1. Floors
   2. Loose objects
   3. Materials
   4. Towels and waste
   5. Lockers and cabinets

B. Storage of tools

C. Storage of materials and supplies

D. Shop cleanliness

E. Dust, fumes, and gases

F. Electrical hazards

TOOL SAFETY

A. Use of proper tools
B. Correct use of tools
C. Defective tools
D. Electric hand tools

SAFE AND SANITARY PRACTICES WITH EQUIPMENT IN THE BARBER SHOP

A. Electric Equipment
B. Haircutting
C. Shampooing and Rinses
D. Shaving
E. Massaging
F. Singeing
G. Honing and Stropping

SHOP SAFETY PROGRAM

A. Safety organization in each shop
B. Safety rules and regulations
C. Analysis of shop jobs for safety content
D. Job safety instruction
   1. Group
   2. Individual
E. Safety meetings and assemblies
F. Posters and bulletin boards

SHOP SAFETY PROGRAM (Contd.)

G. Films and other visual aids
H. Safety tests
I. Safety contests
J. Shop safety surveys

ACCIDENT INVESTIGATION AND REPORTING

A. First aid
B. Accident reports
C. Student insurance

BIBLIOGRAPHY OF TEXT AND REFERENCE BOOKS

Shop Safety and Sanitation

Barber's Manual--A. B. Moler
Electricity and Light--Noble M. Eberhardt, M.D.
Keeping Your Tools Fit–Thomas Umpleby

National Safety Council Publications and reports

School Shop Safety Manual. Board of Education of the City of New York, 1948

Shop Safety Education. The University of the State of New York, State Education Department, 1949.

Teacher's Manual – Shop Safety Education. The University of the State of New York, State Education Department, 1950.

HISTORY OF BARBERING

1. Orientation
    - A. Definition of Barbering
    - B. Principles and practices of Barbering
        1. The demand
        2. The outlook
            - a. Working conditions
            - b. Social standing
            - c. Opportunity to serve
            - d. Responsibilities
            - e. Average age of barbers
            - f. Statistics from the State Board of Barber Examiner's Office
            - g. Number of idle licenses now otherwise occupied

2. Scope of Cosmetics

3. Ancient Practices
    - A. Chinese civilization
    - B. Egyptian Civilization
    - C. Grecian Civilization
    - D. Roman Civilization
    - E. Western Civilization
    - F. The Barber – Surgeons

4. The New Barber
    - A. The American Barber
    - B. The Modern Barber Shop
    - C. Salesmanship and Ethics

PRACTICAL SKILLS

1. **Haircutting**
   - A. Importance of
   - B. Methods of
   - C. Shapes of heads
   - D. Cutting Virgin hair
   - E. Thinning
   - F. Tapering
   - G. Slithering
   - H. Women's Haircutting
   - I. Trade terms
   - J. Current problems

2. **Shaving**
   - A. Importance
   - B. Methods of
   - C. Beard textures and densities
   - D. Selecting razor best suited for the beard
   - E. Lathering techniques
     - (a) Methods of preparing lather
   - F. Current problems

3. **Shampooing**
   - A. Importance
   - B. Essential requirements
   - C. Purpose
   - D. Methods
   - E. Types
   - F. Scalp manipulations
   - G. Desired results
   - H. Elements of a successful shampoo
   - I. Brushing
   - J. Current problems

4. **Massaging**
   - A. Purpose
   - B. Essentials
   - C. Prerequisities for training
   - D. Methods of
   - E. Basic Movements
   - F. Importance of motor points
   - G. Effects of
   - H. Mistaken notions about massage
   - I. Most frequent causes for unsatisfactory results
   - J. Necessary equipment and materials

5. **Singeing**
   - A. Definition
   - B. Purpose
   - C. Methods
   - D. When to recommend
   - E. Results
   - F. Trade terms

6. **Honing and Stropping**
   - A. Types of hones and strops
   - B. Shape of teeth of razor
   - C. Procedures of testing razor
   - D. How to avoid distorting cutting edge of razor
   - E. Preparation of home and strop

TOOL INFORMATION

1. Razors
   - A. Kinds of razors
   - B. Types of razors
   - C. Parts of razors
   - D. Descriptions of razors
   - E. Razor Grindings
   - F. Care of razors

2. Shears
   - A. Kinds of shears
   - B. Types of shears
   - C. Thinning shears
   - D. Parts of shears
   - E. Methods of grinding
     - (1) Plain
     - (2) Corrugation
   - F. Description of shears
   - G. Care of shears

3. Clippers
   - A. Kinds of clippers
   - B. Types of clippers
   - C. Parts of clippers
   - D. Care of clippers

4. Combs
   - A. Kinds of combs
   - B. Types of combs
   - C. Description of combs
   - D. Care of combs

5. Strops
   - A. Kinds of strops
   - B. Parts of strops
   - C. Methods of stropping
   - D. How to treat a strop
   - E. Effect of stropping
   - F. Care of strop

6. Hones
   - A. Kinds of hones
   - B. Structure of hones
   - C. Methods of honing
   - D. How to keep hone clean
   - E. Effect of honing
   - F. Care of hones

PERSONAL HYGIENE & HEALTH HABITS

The hygiene items below should be considered by the barber from three standpoints:

1. How they affect the student barber.
2. How they affect his patrons.
3. How they affect the community.

A. Clean uniform
B. Smoking
C. Washing hands
D. Lending or borrowing personal items
E. Sneezing or Coughing
F. Use of deodorants and anti-perspirants
G. Daily bath
H. Use of mouth wash
I. Dental examination
J. Health checkup
K. Shoes, clothing, and undergarment
L. Personal grooming of hair and fingernails

PART III – RELATED & THEORETICAL COURSE CONTENT

A. Bacteriology
B. Body Structure*
C. Chemistry
D. Business Skills & Public Relations
E. Applied Mathematics

* The detailed outlines related to general body structure may well be too detailed for practical purposes. However, instead of eliminating details, it is suggested that the individual teacher be the judge as to the amount of detail he thinks ought to be included.

THEORY

A – Bacteriology

1. Contribution to barbering
2. Nature
3. Occurrence
4. Types of bacteria
5. Transmission of disease, infection, immunity
6. **Group Hygiene**
   (a) Sanitation
   (b) Prophylaxis
   (c) Methods of sterilization
   (d) Methods of disinfection
   (e) Methods of preparations for Barber Shop use
7. Sanitary regulations for barbers and barber shops
8. Trade terms
9. Easy rules applied in making solutions
10. Tables of antiseptic values

B – Body Structures

I **Cells – Tissues – Organs**
   1. Life activities of cells
   2. Parts of cells
   3. Locations of cells
   4. Functions of cells
   5. Types and descriptions of tissues
   6. Functions of tissues
   7. Structure of organs
   8. Functions of organs

II **Dermatology**
   1. The study of the skin
      a. Divisions of skin
      b. Functions of skin
   2. Appendages of skin
      a. Sebaceous glands
      b. Sweat glands
      c. Hair
      d. Nails
      e. Nerve endings
      f. Diseases of appendage
      g. Forms of acne
      h. Definition of skin disorders

III Hair

1. Structure of hair
2. Forms of hair
3. Functions of hair
4. Texture of hair
5. Composition of hair
6. Growth of hair
7. Superfluous hair
8. Disorders and diseases of hair
9. Technical terms regarding hair

IV The Hair Follicle

1. Structure
2. Health of follicle

V Skeletal

1. Structure of bones
2. Function of bones
3. How joints function
4. Composition of bones
5. Cartilage and ligaments
6. The skull
7. Bones of the head, face and neck
8. Some bone disturbances

VI Muscular (Myology)

1. Structure of muscles
2. How muscles work
3. Power of muscles
4. Muscle tone
5. Rehabilitation and control
6. Distinction between ligaments and tendons
7. Origin and insertion of muscles
8. Characteristics of muscles
9. Varieties of muscular tissue
10. Muscles of the head, face and neck

VII Nervous (Neurology)

1. Classification of the nervous system
2. Kinds of nerves
3. Functions of nerves
4. The spinal cord
5. The brain

6. The central nervous system
7. The sympathetic nervous system
8. Importance of the nervous system to Barbering
9. Chart of nerves
10. Nerves of the head, face and neck

VIII Circulatory or Vascular System (Angiology)

1. Two systems
   a. Blood vascular
   b. Lymph vascular
2. Functions of blood
3. Functions of lymph
4. Compositions of blood
5. The heart
6. The systemic circulation
7. The pulmonary circulation
8. Principal vessels of the head, face and neck
9. Schematic drawing of the circulation of blood
10. Lymph glands of the head, face and neck

IX Digestive Systems

1. Diagram of digestive tract
2. Parts of the digestive system
3. Relation of food
4. Absorption
5. Alimentary canal
   a. The large intestine
   b. The small intestine
6. Food for health
7. Relationship to Barbering

X Excretory System

1. Importance in Barbering
2. Principal organs of excretory system
3. Division
4. Functions
5. Purpose
6. Disorders and disturbances of
7. The "Skin as an Organ of Excretion"

XI Respiratory System

1. Diagram of the process of respiration
2. The skin as an organ of respiration
3. Purpose of
4. Divisions of
5. Functions of
6. Disturbances of

XII Urogenital System

1. Divisions of
   a. The urinary system
   b. Reproductive organs
2. Functions of
3. Importance of
4. Relationship to barbering

XIII Internal Secretions

1. Important organs of secretion
2. Ductless gland
3. Function of
4. Purpose of
5. Table of glands
6. Manufacture of hormones
7. Results of secretions
8. Relationship to barbering

C – CHEMISTRY

I Chemistry of Cosmetics

1. Definitions of terms
2. Classes of preparations

II Cosmetics for the Hair

1. Types of
2. Purpose of
3. Functions of
4. Results

III Cosmetics for the Skin

1. Types of
2. Purpose of
3. Functions of
4. Dangers of
5. Results
6. Contribution to barbering
7. Need for Scientific Research in Application of Chemical Discoveries in Barbering

D – BUSINESS SKILLS AND PUBLIC RELATIONS

I Capital
1. Amount available
2. Amount required

II Organization
1. Individual
2. Partnership
3. Corporation

III Banking
1. Opening a bank account
2. Deposits
3. Drawing checks
4. Monthly statements
5. Notes and Drafts

IV Selecting Location
1. Population
2. Transportation facilities
3. Transients
4. Trade possibilities
5. Space required
6. Zoning ordinances

V Decorating and Floor Plan
1. Selection of furniture
2. Floor covering
3. Installing telephone
4. Interior decorating
5. Exterior decorating
6. Window displays
7. Electric signs

VI Equipment and Supplies
1. Selecting equipment
2. Comparative values
3. Installation
4. Labor-saving steps

VII Advertising
1. Planning
2. Direct mail
3. Local house organs
4. Newspaper
5. Radio
6. Television

VIII Legal
1. Lease
2. Contracts
3. Claims and lawsuits

IX Bookkeeping System
1. Installation
2. Record of Appointments
3. Receipts
4. Disbursements
5. Petty cash
6. Profit and loss
7. Inventory

X Cost of Operation
1. Rent, light
2. Salaries
3. Supplies
4. Depreciation
5. Linen service
6. Sundries
7. Taxes

XI Management
1. Methods of building good will
2. Analysis of materials and labor in relation to service charges
3. Greeting patrons
4. Adjusting complaints
5. Handling employees
6. Selling merchandise

XII Office Administration
1. Stationery and office supplies
2. Inventory

XIII Insurance
1. Public liability and malpractice
2. Compensation
3. Unemployment
4. Social Security
5. Fire, theft and burglary

XIV Methods of Payment
1. In advance
2. C.O.D.
3. Open account
4. Time payments

XV Compliance with Labor Laws
1. Minimum wage and hour law
2. Hours of employment
3. Minors

XVI Ethics
1. Courtesy
2. Observation of trade practices

XVII Compliance with State Barber Law governing equipment size, and placement of barber chairs and lavatories.

XVIII Licensing of barber shops and shop managers

Reference:

"Practice and Science of Standard Barbering" by S. C. Thorpe, Milady Publishing Corporation

New Jersey State Board of Barber Examiners
Department of Law and Public Safety
Division of Consumer Affairs
P. O. Box 1540
Trenton, New Jersey 08625

E. APPLIED MATHEMATICS

Objectives: The student will demonstrate that:

1. He understands the underlying concepts involved in basic arithmetic computations.

2. He can solve mathematical problems related to the trade.

3. Appreciates the importance of mathematics as used in the barber trade

I Whole Numbers
- A. Addition
  1. Numerical computations
  2. Related problems
     - a. Rendering services
- B. Subtraction
  1. Numerical computations
  2. Related problems
     - a. Making change
- C. Multiplication
  1. Numerical computations
  2. Related problems

C. Multiplication – Cont'd
   2. Related problems – Cont'd
      a. Purchasing
      b. Salary computation
      c. Computing advertising costs
D. Division
   1. Numerical computations
   2. Related problems
      a. Computing unit costs
E. Short cuts involving multiplication and division

II Fractions
A. The underlying concepts of fractions
   1. Terms
      a. Numerator
      b. Denominator
   2. Types
      a. Proper fractions
      b. Improper fractions
      c. Mixed fractions
   3. Reduction
      a. Factoring both terms
   4. Fundamental operations
   5. Lowest common denominator
   6. Size comparison
B. Application to the trade
   1. Dozens
   2. Salary, weekly and daily
   3. Invoices and statements
   4. Student-made problems

III Decimals
A. The underlying concepts of decimals
   1. Reading decimals
   2. Place value
      a. Number line

PART IV – STUDENT INFORMATION SHEETS AND LESSON PLANS

A. Sample Lesson Plans
   - a – Sample Lesson Plans
     1. Test Questions
     2. Answers
   - b – Salesmanship and Ethics
   - c – Instruments and Accessories

B. Student Information Sheets
   - a – Haircutting
   - b – Shaving
   - c – Shampooing and Rinsing
   - d – Scalp Treatments
   - e – Massage
   - f – Facial
   - g – Steam Towels Face
   - h – High Frequency Apparatus and Light Therapy
   - i – Use and Care of Tools and Equipment
   - j – Sanitation
   - k – Rules and Regulation

A. HISTORY OF BARBERING

AIMS:

A To appreciate the past history of barbering.

B To understand the changes and progress in barbering.

C To understand the present trends in barbering.

PRESENTATION: A **THEORY, LECTURE METHOD – ORIENTATION**

1. Explain the contributions of various races and lands to history of barbering.

2. Explain how primitive man first cut his hair and compare with methods of today.

3. Explain the influence of superstitions

4. Explain the significance of the beard in early times.

5. Explain the origin of the word "barber".

6. Explain the role of the barber-surgeons during the Middle Ages.

7. Explain the origin of the influence of the Barber Trade Guilds.

8. Explain the importance of changes which have occurred in barbering.

9. Explain the progress of barbering – your state and community.

10. Explain the requirements to practice barbering in your state.

APPLICATION: A Study textbook, Lesson I

B Review Examination Questions. Page 9-10

QUESTIONS

HISTORY OF BARBERING

1. What evidence is available to prove the existence of barbering in ancient times?
2. What is the origin of the word "barber"?
3. What significance was attached to the wearing of beards in ancient times?
4. What recognition did the Greeks and Romans give to barbering?
5. When and how did barbers learn to become surgeons?
6. What were the duties of the barber–surgeon?
7. When and why were the clergy forbidden to practice surgery?
8. How were the barber–surgeons organized in London to protect themselves against practitioners?
9. What conflict existed between the barbers and surgeons, and how was it settled?
10. What is the origin of the barber's pole?
11. When was the first school for barber–surgeons established in France?
12. When was the alliance between surgeons and barbers completely dissolved in England?
13. How long did barber–surgeons practice their profession?
14. Who were responsible for bringing the barber–surgeons to America?
15. What discoveries in the nineteenth and twentieth centuries have contributed to the progress of barbering?
16. How do barber license laws protect both the barber and the public?
17. When and where was the first barber license law passed?
18. When was the barber license law passed in New Jersey?
19. Name the members of your State Board of Barber Examiners.
20. Define the requirements to become a barber in New Jersey.

ANSWERS

HISTORY OF BARBERING

1. The earliest records in the form of writings and excavated objects show that barbering was practiced in ancient Egypt and China.

2. The word "Barber" comes from the Latin word "Barba" meaning beard.

3. The custom of wearing beards was a sign of wisdom, strength and manhood and was cherished as being sacred.

4. As early as 400 B.C. in Greece, barbers were a distinct group of artisans. Shaving became a daily procedure in Rome. The common people frequented the barber shops where topics of importance were discussed.

5. In the beginning of the Christian Era, barbers assisted the clergy in the practice of surgery and medicine.

6. Besides doing the regular work of a barber such as shaving, haircutting and hair dressing, the barber–surgeon was permitted to perform surgical operations, do blood-letting and dress wounds.

7. In 1163, Pope Alexander III forbade the clergy to shed blood in surgical operations.

8. The Barbers' Company of London was organized in the thirteenth century to regulate the profession for the benefit of its members. Examinations were given to test the skill of the applicants.

9. Competition and jealousy existed between the Barbers' Guild and the Surgeons' Guild. In 1450, a law was passed uniting the two groups. A law was later enacted, restricting the work of the barber and surgeon to their own fields. In 1745, a bill was passed separating the barbers from the surgeons.

10. A striped pole, having red, white and blue colors, represented the blood, skin and veins involved in blood-letting.

11. In the middle of the thirteenth century, the barber companies of Paris organized the first school of its kind for teaching barbers how to practice surgery.

12. In the year 1745.

13. For over six hundred years.

14. Dutch and Swedish settlers brought with them barber–surgeons to look after the needs of the colonists.

15. The invention of electricity and electrical appliances, better instruments for shaving and cutting hair, and the application of the principles of sanitation and sterilization, have elevated the practice of barbering.

16. The passage of barber license laws standardizes the educational requirements for the practice of barbering, thereby eliminating incompetent barbers. As a result, the public is given better service and is protected from the spread of contagious diseases by enforcement of sanitary and sterilization rules.

17. In 1897, in the State of Minnesota.

18. In 1901.

19.

20. The applicant is above the age of 16½ years, of good moral character, possesses a diploma, certificate or other evidence satisfactory to the Board of Barber Examiner, showing graduation from the eighth grade of grammar school, or its equivalent. The same to be determined by the Board of Barber Examiners. That he is free from any contagious disease.

    That he has completed his period of apprenticeship as required by his state license law.

B – SALESMANSHIP AND ETHICS

AIMS:	A	To understand the requirements of successful salesmanship to the practice of barbering.
	B	To acquire the ability in "The Art of Selling."
PRESENTATION:	A	THEORY – LECTURE METHOD – DISCUSSION
		1. Explain the importance of salesmanship to the practicing of barbering.
		2. Define salesmanship.
		3. Explain the ethics and pre-approach involved.
		4. Explain the importance of personal appearance and hygiene.
		5. Explain the importance of acquiring the knowledge of the profession. a. To make analysis of skin and scalp. b. To be skilled in proper selection of treatment. c. To keep record of treatments.
		6. To utilize the knowledge of barber science.
		7. Explain the importance of harmony prevailing among business associates.
APPLICATION:	A	Study textbook Pages 13–14–15
	B	Discussion – Question and Answers
TEST:	A	Oral
	B	Performance

C – INSTRUMENTS – ACCESSORIES

AIMS:	A	To acquire a trade knowledge of barbering tools and accessories.
	B	To learn how to recognize and care for barbering instruments and accessories.
PREPARATION:		Select and arrange various types of razors, shears, clippers, hones, strops, combs, brushes and latherizers.
PRESENTATION:	A	THEORY LECTURE METHOD
		1. Explain why proper implements are necessary for efficient barbering.
		2. Name and illustrate the various implements and accessories used in barbering.
		3. Explain and illustrate the main parts, types and proper care of razors.
		4. Explain and illustrate the main parts, types and care of shears.
		5. Explain and illustrate the main parts, types and proper care of clippers.
		6. Explain and illustrate the various types of hones and strops.
		7. Explain and illustrate the various types of combs, brushes and latherizers.
		8. Explain the sanitary requirements in the use of barbering implements and accessories.
APPLICATION:	A	Study textbooks, Page 47 through 58
	B	Review with discussion and demonstration.
TESTS:	A	Chapter 5, Page 47 – 65
	B	Manipulation of tools.

B – STUDENT INFORMATION SHEET

Haircutting

1. Wash hands before and after serving a patron.
2. Examine the scalp for abrasions or tumors before cutting the patron's hair.
3. Chair must be locked before patron steps into chair.
4. Adjust chair to proper height and lock it.
5. Operate the barber chair smoothly without jarring.
6. Have shears sharpened when needed.
7. Always sanitize implements, shears, comb, razor and clipper blades before and after serving a patron and place in cabinet sanitizer.
8. Before cutting the hair it is important to take into consideration the patron's head shape, facial contour, neckline and hair texture. This is necessary to avoid cutting the hair too short or leaving it too long.
9. Do not thin the hair at the hairline, in the hair part or on the hair ends.
10. Avoid nipping the skin with the points of the shears.
11. When arching over ears and sides of neck, protect the tips of shear blades with fingertips of the left hand or with the comb.
12. Do not over-thin the hair; it is impossible to correct a haircut when too much hair has been removed during the thinning process.
13. Do not thin coarse hair too close to the scalp; the short, stubby hair ends will protrude through the top layer.
14. Apply first aid immediately if the skin is accidentally cut.
15. Apply styptic powder to a minor cut. Never use styptic pencil.

STUDENT INFORMATION SHEET

B – Shaving

1. Wash hands before and after serving a patron.
2. Chair must be locked before patron steps into chair.
3. Lower patron carefully into a reclining position and lock chair.
4. Operate the barber chair smoothly without jarring.
5. Carefully adjust towel over chair cloth, in front and sides of patron's neck
6. When closing and opening the razor, avoid striking the razor against the handle.
7. Examine and analyze skin of face and neck as to whether it is chapped, tender or sensitive.
8. To avoid injury to patron's face when lathering, gently rub with cushion tips of the fingers in a rotary motion.
9. Avoid getting lather into patron's mouth, nostrils and eyes.
10. To avoid the slipping of the razor from the hand, keep fingers holding the razor dry at all times.
11. Hold razor firmly to prevent it from slipping out of hand and falling to the floor.
12. Strop razor before shaving to put on a proper edge and avoid patron's discomfort.
13. Stroke the razor in a sawing movement with the point of the razor leading.
14. Avoid pinching the skin when stretching it during shaving.
15. Use razor carefully to prevent cutting or scraping the patron's skin during shaving.
16. If an accidental cut occurs, pat area dry and apply styptic powder. Never use styptic pencil.
17. When shaving corners of mouth, do not grasp lip with fingers.
18. To avoid irritation, shave with the grain of the beard the first time.
19. Take extra care in shaving over sensitive areas and over Adam's apple.
20. Avoid a close shave.
21. Avoid breathing into the patron's face.

STUDENT INFORMATION SHEET

C – Shampooing and Rinsing

1. Properly drape patron with shampoo cape and towels to avoid wetting his clothes.
2. Examine the patron's scalp forabrasions, tenderness, and condition of his hair before shampooing.
3. Wash your hands before and after serving each patron.
4. Select a shampoo suited to the condition of the patron's hair. Always read the manufacturer's directions.
5. Avoid getting shampoo into the patron's eyes and ears.
6. Hold spray firmly and close to the head when using, to prevent the water from getting on the patron's face and clothing.
7. Place spray back in holder so that the water will not drip from hose to the floor.
8. Do not use too much water pressure when using the spray.
9. Turn cold water on first to prevent scalding patron.
10. Test the temperature of the water before applying it to the patron's head.
11. When massaging the scalp use the cushions of the fingertips. Do not scratch the patron's scalp with the fingernails.
12. Do not massage the scalp if it is tender.
13. Be sure all shampoo is rinsed from the hair. If soap curds remain in the hair, it will look dull.
14. If using a reclining shampoo chair, be very careful when adjusting the chair to avoid bumping the patron's head on the sink.
15. Use clean, sanitized combs and towels for each patron.
16. Clean and sanitize the shampoo bowl after each use.
17. Keep drain covered with a strainer to prevent hair from clogging it.
18. Do not repair a leaky hose with tape.

STUDENT INFORMATION SHEET

D – Scalp Treatments

1. Properly drape patron to protect his clothing.
2. Examine patron's scalp for abrasions and tenderness.
3. Wash hands before and after serving each patron.
4. Select appropriate lotion and/or ointment for treatment. Always read the manufacturer's directions.
5. Do not touch electrical appliances with wet hands.
6. Caution should be exercised to avoid scratching patron's scalp with the bristles of a brush, teeth of a comb or the fingernails.
7. Care should be exercised to see that all jars, bottles, etc., are tightly closed and labeled.
8. A sanitized spatula must be used to remove creams from their containers.
9. Use care to avoid getting oil or cream in the patron's eyes.
10. All implements to be used in giving a scalp treatment must be sanitized.
11. Avoid the use of harsh manipulations as well as lotions and ointments that are too strong.
12. Avoid giving a scalp treatment if there are scalp abrasions or a scalp disease present.

STUDENT INFORMATION SHEET

E – Massage

1. Do not massage over patron's skin without first applying cream or oil.
2. Do not employ the use of heavy massage movements if the patron has a heart condition or high blood pressure.
3. Do not massage over glandular swellings.
4. Do not massage over skin abrasions, skin diseases or broken capillaries.
5. Do not massage with hands that are rough or nails that are not smoothly beveled.
6. Massage in the correct direction of movement, from the insertion of a muscle toward its origin.
7. Use the cushions of the fingertips for massage movements.
8. Do not use a deep friction movement when massaging the face and neck.
9. Exercise special care to avoid excess pressure over "Adam's Apple."
10. Do not attempt to massage until the wrists, palms, and fingers have developed flexibility.

STUDENT INFORMATION SHEET

F – Facials

1. Before starting a facial treatment, have correct materials on hand.
2. Properly drape patron for a facial. Protect patron's hair by fastening a towel around his head.
3. Recline the barber chair smoothly without jarring, and lock it.
4. Before giving a facial always analyze the patron's skin texture.
5. Use sanitized spatula to remove all creams from jars. Never use fingers.
6. When applying creams to the face, care should be taken to avoid getting creams into the eyes of the patron.
7. Lotions, creams or water spilled on the floor should be wiped up immediately.
8. Use the cushions of the fingertips for massage movements.
9. Avoid excessive or rough massage movements.
10. For the patron's comfort, avoid jerky or uneven massage movements.
11. When giving a facial, the barber should never cough, sneeze nor breathe into the patron's face.
12. Test towels for heat before applying to face. Do not cover nostrils.
13. Carefully remove creams from around patron's eyes without the use of excessive pressure.
14. To remove blackheads, use a sanitized extractor.
15. Therapeutic lamps should be adjusted to a distance that is comfortable and safe for the patrons.
16. Avoid over-exposure to infra-red and ultra-violet rays to prevent burns.
17. Cover patron's eyes with moistened cotton pads when using a therapeutic light.
18. When giving a facial to a person with dry skin, avoid using any cosmetics containing alcohol.
19. Cover bottles or jars after each use. To avoid spoilage, never permit creams or lotions to remain uncovered.

20. If a person has a weak heart, fever, inflammation or abscess, a vibrator should never be used.

21. Use vibrator carefully, to avoid excess vibrations on patron.

22. Adjust the speed of the vibrator before placing it on the patron's face.

23. Check indicator to see if current is off before connecting or disconnecting vibrator.

24. Adjust vibrator carefully on back of hand, leaving the fingers entirely free for contact with the patron's face.

25. When using high-frequency current on the face, avoid having the patrons come in contact with metal, such as on chairs.

26. When a treatment is to be given with high-frequency it should be started with a mild current, and gradually increased to the required strength.

27. Sanitize all electrodes properly with 70% alcohol after each use.

28. Avoid excessive high-frequency application to prevent patron discomfort.

29. Never attempt to treat skin disorders.

STUDENT INFORMATION SHEET

G – Steam Towels

Face

1. Do not use steam towels if patron's face is sensitive, irritated, chapped or blistered.
2. Test heat of steam towels before applying to patron's face.
3. Wring excess water out of towel.
4. Avoid covering patron's nostrils with steam towels.

STUDENT INFORMATION SHEET

H – High-Frequency Apparatus and Light Therapy

1. When using high-frequency current on the scalp, avoid having the patron come in contact with metal, such as on chairs.

2. When high-frequency is to be used in connection with lotion containing an alcoholic content, the lotion must be applied *after* using the current––never *before*.

3. When a treatment is to be given with high-frequency it should be started with a mild current, and gradually increased to the required strength.

4. Sanitize all electrodes properly with 70% alcohol before and after each use.

5. Therapeutic lamps should be adjusted to a distance that is comfortable and safe for the patron.

6. To prevent irritation and injury to the eyes, the barber and patron must wear protective eye goggles during exposure to ultra-violet rays.

7. Avoid over-exposure to prevent burns to a patron.

STUDENT INFORMATION SHEET

I – Use and Care of Tools and Equipment

1. Hones

A. Use only good quality hones.

B. After wet honing, wipe hone dry.

C. Avoid dropping hone.

D. Keep hones clean.

E. Your hands must be dry when using hone.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

2. **Blackhead Extractor:**

   A. Use a sanitized extractor on each patron.

   B. Always apply astringent to close pores.

   C. Be very careful not to injure skin when using extractor.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

3. Tweezer:

   A. Always sanitize tweezer before and after use on each patron.

   B. To minimize follicle openings apply astringent.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

4. **Barber Chair:**

   A. Keep chair clean and in a sanitary condition.

   B. Lock chair when serving a patron.

   C. Operate chair smoothly when working on patron.

   D. Always follow manufacturer's instruction for care and operation.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

5. **Razor:** Buy only good quality razors.

   A. Be careful not to strike handle, when opening and closing razor.

   B. Present closed razor with handle to another person.

   C. To prevent corrosion apply oil to razor.

   D. Make sure razor is always sharp.

   E. Keep razor regularly honed and stropped.

   F. Never have wet hands when using razor.

   G. Always hold razor firmly.

   H. Always use a sanitized razor on each patron.

   I. Try to avoid a close shave.

   J. Razor should be kept in a sanitized cabinet.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

6. Strops:

   A. Daily care should be given to the strop to keep the surface smooth.

   B. Keep hands dry when using strop.

   C. To maintain the sharpening qualities of a leather strop, clean it daily.

   D. Buy only first quality.

STUDENT INFORMATION SHEET

Use and Care of Tools and Equipment

7. Combs:

   A. Do not carry combs in pocket of uniform.

   B. To avoid scratching the patron's scalp, do not dig into the scalp with teeth of comb.

   C. Use clean sanitized combs on each patron.

STUDENT INFORMATION SHEET

USE AND CARE OF TOOLS AND EQUIPMENT

8. Shears:

A. Keep shears blades in good condition, and have them sharpened when they become dull.

B. Hold shears firmly to prevent them from slipping or falling to the floor.

C. Sanitize shears before and after each use.

D. Keep shears in closed kit or cabinet sanitized when not in use.

E. Special caution should be given, when using point of shears, when making outline around ears, also nose and eyebrows.

STUDENT INFORMATION SHEET

USE AND CARE OF TOOLS AND EQUIPMENT

10. Hair Clippers:

A. Keep clipper blades in good condition, and sharpen or replace blades when they become dull.

B. Examine electric cord regularly, replace or repair if worn.

C. Sanitize clipper blades before and after use on each patron.

D. When operating electric clipper, keep hands dry.

E. To avoid pulling of hair, you must examine clippers daily.

STUDENT INFORMATION SHEET

USE AND CARE OF TOOLS AND EQUIPMENT

11. Latherizer:

A. Keep latherizer in a sanitary condition.

B. Keep latherizer in good working order.

C. Replace or repair worn cord.

STUDENT INFORMATION SHEET

USE AND CARE OF TOOLS AND EQUIPMENT

12 ELECTRICAL EQUIPMENT

The student should be taught to protect patron and self at all times by observing the following precautions:

1. For the safe care and use of electrical equipment follow manufacturer's instructions.

2. Keep all wires, plugs and equipment in good condition, and inspect all electrical equipment frequently.

3. Any equipment that comes in contact with patron's scalp or skin must be sanitized.

4. When electrical equipment is not in use disconnect them.

5. Do not overload an outlet with more than one electrical applicance.

STUDENT INFORMATION SHEET

J – Sanitation

Note: The boiling time of water and the immersion time of implements in a chemical solution should conform to the New Jersey State Board of Barbering regulations.

The student barber must:

1. Cleanse hands before and after serving each patron.
2. Cleanse his hands after visiting the toilet.
3. Not carry combs or implements in pockets of uniform.
4. Not use objects dropped on the floor until sanitized again.
5. Use a pad of cotton dampened in 70% alcohol when sanitizing electrodes.
6. Wear a clean washable uniform while working on patrons.
7. Use a freshly laundered towel for each patron.
8. Store fresh towels and linen in a clean, closed cabinet.
9. Change headrest coverings and neck strips or towels for each patron.
10. Not permit the chair cloth to come in contact with the patron's skin.
11. Avoid common use of drinking cups, styptic pencils or shaving mugs.
12. Apply an antiseptic and styptic powder to a minor cut, never use a styptic pencil.
13. Keep lotions, ointments, creams and powders in clean, closed containers.
14. Have all jars and bottles properly labeled as to contents.
15. Carefully read labels on jars and bottles before using contents.
16. Use a clean spatula to remove creams or ointments from jars, and re-cover containers after each use to avoid spoilage. Never use fingers.
17. Keep work bench, chairs and mirrors clean.
18. Not place wet towels on radiator to dry.
19. Not keep waste paper, lunches or dirty clothes in lockers.

20. Keep rest rooms in a sanitary condition.

21. Sanitize and clean all bowls and shampoo sinks after each use.

22. Wipe the cream or oil from the outside of bottles or jars, to prevent slipping out of your hands.

23. Remove all hair and waste materials from the floor.

24. Keep the barber shop well ventilated, heated and free from dust.

25. Not use hair brushes on more than one patron, unless sanitized before and after being used.

STUDENT INFORMATION SHEET

K – Rules and Regulations

1. Student should wear clean uniform during shop period.
2. Keep notebook and work sheets.
3. Cooperate in every way to keep our shop clean and safe.
4. Report to class on time, properly dressed, ready for work.
5. Try to finish assignment 15 minutes before dismissal, and allow time for general cleanup, and change to street clothes before the bell.
6. Remain in seats until bell rings for class change.
7. No hall passes will be issued, only to bathrooms, nurse and the office.
8. Report all injuries to the teacher promptly.
9. No profane language.
10. No throwing of articles.
11. No practical jokes.
12. Keep fire extinguishers handy.
13. Return all tools promptly cleaned.
14. No horseplay.
15. No smoking at any time.

PART V – MISCELLANEOUS TEACHER'S AIDS

A. Slides

B. Progress Chart

C. Transparencies
   a – Razor
   b – Shears

BARBER SLIDES ESPECIALLY PREPARED FOR INSTRUCTING BASIC STUDENTS IN BOTH THEORY AND PRACTICAL WORK, IN FULL COLOR

		Number Slides
1.	Introduction and preparation of a patron	51
2.	Clipper technique	9
3.	Shears and comb technique	26
4.	Arching technique	15
5.	Finger and shears technique, and front outline	21
6.	Preparation for a neck shave, and shaving outline areas	54
7.	Final check-up and combing the hair	16
8.	Clipper over comb technique	40
9.	Men's hair bleaching and tinting	123
10.	Personal hygiene for barbers	18
11.	Blow waving	64
12.	Razor haircutting for barbers	109
13.	Nine basic systems of the body	50
14.	Human hair	47
15.	Human skin	38
16.	Anatomy for barbers	31

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PROGRESS CHART

NAME

Hours Required																																						
	Shaving		Massage		Haircutting		Shampoo		Scalp Treatment				Anatomy		Sanitation		Sterilization		Hygiene				Lectures		Management													
Month Ending																																						
TOTALS																																						

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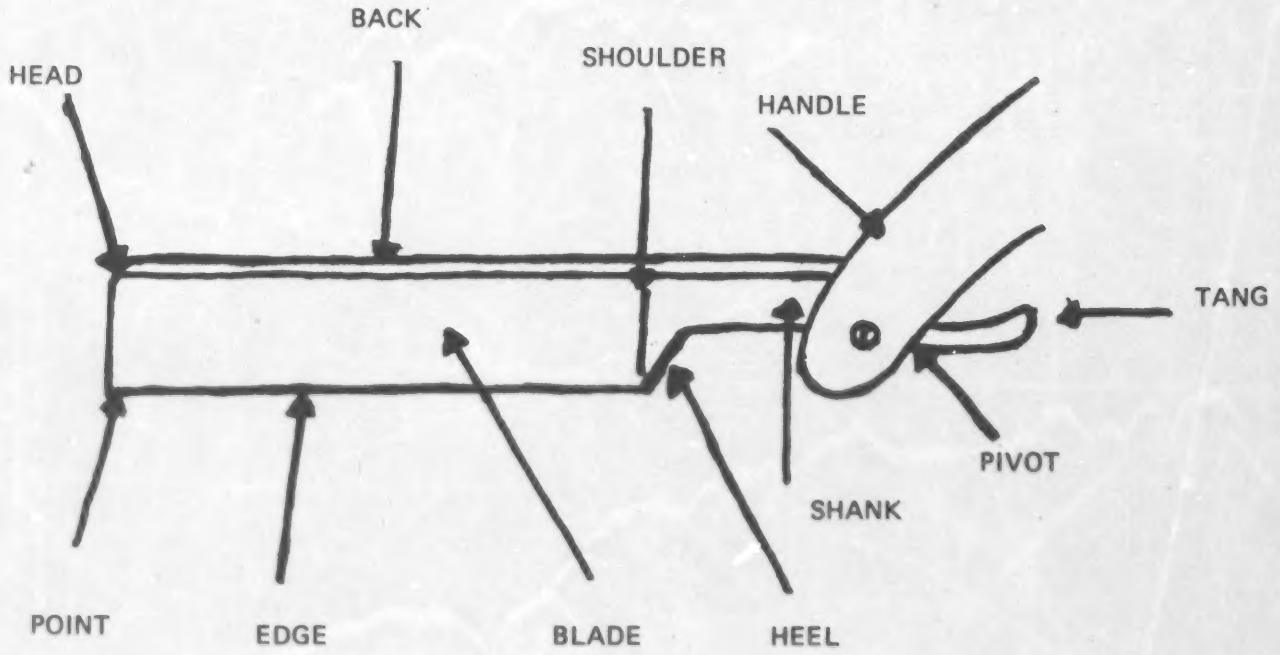
MAIN PARTS OF A STRAIGHT RAZOR



NAME _____ DATE _____ GRADE _____

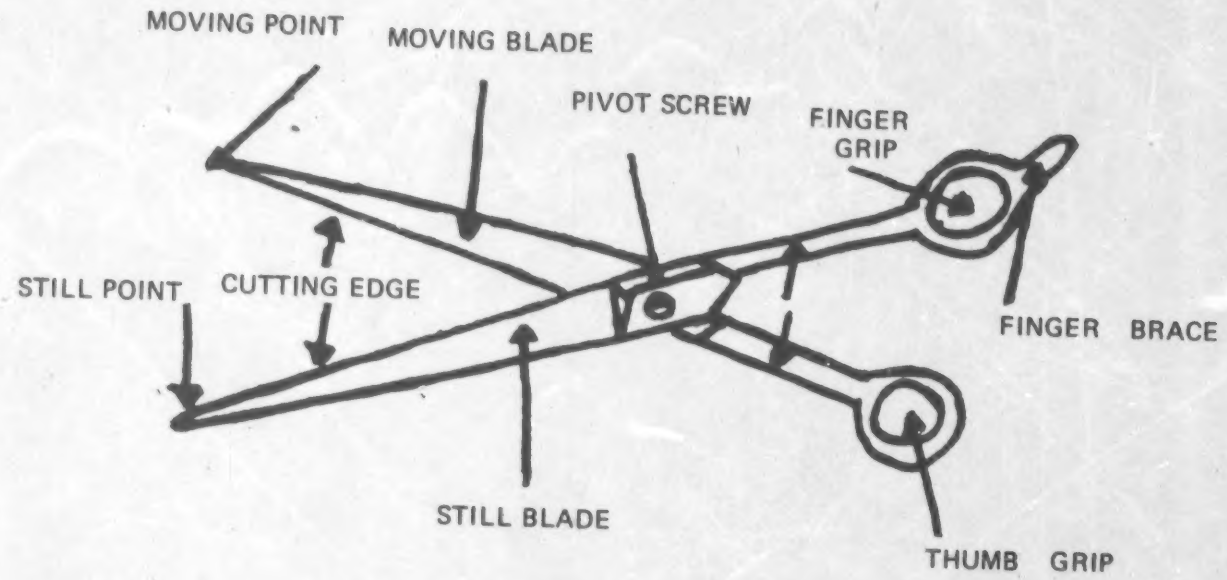
IDENTIFICATION TEST OF A RAZOR

DRAW DIAGRAM AND NAME 11 PARTS OF A RAZOR

1. Head
2. Back
3. Shoulder
4. Handle
5. Tang
6. Point
7. Edge
8. Blade
9. Heel
10. Shank
11. Pivot

65
23

MAIN PARTS OF A HAIRCUTTING SHEARS



NAME _____ DATE _____ GRADE _____

IDENTIFICATION TEST OF A SHEARS
DRAW DIAGRAM AND NAME 10 PARTS OF SHEARS

1. Moving Point
2. Moving Blade
3. Cutting Edge
4. Still Blade
5. Thumb Grip
6. Shanks
7. Finger Brace
8. Pivot Screw
9. Finger Grip
10. Still Point

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